

# The Use of “English Fun Learning” Program to Teach Vocabulary

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## Abstract

*English has turned into a significant language in the time of globalization. Vocabulary is one part of English which plays a significant part in figuring out perusing and communicating all thoughts in composed or spoken structure. The researcher tries to find the efficient solution for improving the good vocabulary skill by implementing the English Fun Learning. English Fun Learning is a basic method of learning English by combining several games in the activity. This activity is carried out to improve oral interaction in English through games that allow the development of communication, understanding, creativity, and can foster interest in speaking English. The target from this kind of analysis is the students at SD N 02 Plelen. The implemented method in this research is qualitative. As per the end of analysis from this research, students' understanding increased after being taught using English Fun Learning with various learning techniques such as storytelling, media games, and spelling bees. This activity has relevance to the needs of students at school. Interesting English teaching media and learning methods will motivate students to be involved in English speaking activities.*

**Keywords:** English Fun Learning, Vocabulary, storytelling, technology, spelling bee.

## 1. INTRODUCTION

As of now, English has turned into a significant language in the time of globalization (Siregar, 2021). Everybody is expected to have the option to convey in worldwide dialects. To plan understudies to dominate English as a global language, primary teachers need the right strategy to instruct understudies. The extent of showing materials for rudimentary understudies is not the same as that for grown-up understudies. Instructing materials to understudies underline the capacity to improve vocabulary for grown-up students. They have various inspirations and qualities.

It will be troublesome when educators can't inspire youthful students (Marchlik et al, 2021). The motivation of young understudies in teaching is simply to have the other knowledge as the experience for them while playing. Thusly, that is the explanation they simply need to study is by playing. For educators, they should make instructing methods that make understudies keen on the thing they will show

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understudies and stay away from fatigue. Normally understudies in primary school have a restricted vocabulary, since they find it challenging to remember implications, and articulate words in English.

Vocabulary is one part of English which plays a significant part in figuring out perusing and communicating all thoughts in composed or spoken structure (Chiekiezie & Inyang, 2021). Everybody will not comprehend all that they read, compose, or say when they don't have the foggiest idea about a word. Therefore, it is vital to fabricate a ton of words because if not they need more vocabulary dominance. They won't dominate the language abilities. In this way, English educators can sort out instructing and learning exercises. They should convey the material utilizing suitable procedures and expert the example. Particularly in learning vocabulary, educators ought to permit understudies to remember such words in English and new gatherings of words.

Vocabulary is vital and major in language learning (Saidbakhrumovna et al, 2021). Without satisfactory vocabulary, an individual can't convey successfully or express his thoughts both in spoken and composed structure. Notwithstanding vocabulary, what likewise should be considered are inflectional prefixes and postfixes and derivational prefixes and additions. It is irrefutable that vocabulary develops through accidental learning, for example, through consistent openness to straightforward language in perusing, tuning in, talking, and composing works out. In learning English, vocabulary assumes a significant part in the four English abilities, vocabulary plays a significant part in language abilities.

Based on the above phenomenon, the researcher tries to find the efficient solution for improving the good vocabulary skill by implementing the English Fun Learning method. This is because the methods commonly used in the classroom are monotonous, so students feel bored. The monotonous method makes students lazy to learn English and not interested in English (Desfiyenti & Gafar, 2021). Finally, students' vocabulary mastery is limited. Using the English Fun Learning method will make students interested in English (Jaelani & Sutari, 2021). It provides a way to make vocabulary teaching easy and effective.

English Fun Learning is a basic method of learning English by combining several games in the activity (Yakubov, 2022). This activity is carried out to improve oral interaction in English through games that allow the development of communication, understanding, creativity, and can foster interest in speaking English. The target from this kind of analysis is the students at SD N 02 Plelen. The reason the researcher chose this location was because at that school the students still had problems in pronunciation and mastery of English vocabulary, so it still needed to be improved. Through the English Fun Learning program, it is hoped that students prefer to learn English because the method is fun so that they are not easily bored and understand the material presented.

## **2. LITERATURE REVIEW**

English Fun Learning is a segment where children are introduced to words or vocabs in English thematically/theme-based with interactive activities: there are rhyming interactive question-answers (rhythmic questions and answers), additional songs, playing cards, etc (Siregar et al, 2021).

English Fun Learning is a basic method of learning English by combining several games in the activity (Yakubov, 2022). This activity is carried out to improve oral interaction in English through games that allow the development of communication, understanding, creativity, and can foster interest in speaking English. The target of this activity is elementary and junior high school students. This activity has relevance to the needs of students at school. Interesting English teaching media

and learning methods will motivate students to be involved in English speaking activities. The students have new knowledge in learning English. And at the same time, they can also practice learning English activities in everyday life by applying the methods of the material that has been taught.

### **3. METHODS**

Research method is a framework for planning research and answering research questions (Sugiyono, 2016: 2). This review is intended to recognize the purposes, qualities, and shortcomings of utilizing google classrooms to show perusing abilities to middle school understudies. Hence, the researcher can figure out the responses to the examination inquiries in this exploration.

This study utilizes subjective exploration techniques. Subjective examination is a type of sociological research which is carried out through data collection which is carried out through non-numerical analysis with the breakdown of the importance of information to assist the analysis of activities by pointing to a predetermined investigation from the populace or place (Sugiyono, 2016 : 8). Therefore, the researcher uses qualitative research methods based on the objectives and needs of the study.

The English Fun Learning activity will be held on June 2022 at SD N 02 Plelen. This activity was carried out for 2 hours and was accompanied by homeroom teachers and accompanying teachers. The target of this training using the storytelling method, utilizing technology, and spelling bees are 6th graders/ elementary school students at the targeted school. Data were collected through observation and interviews with teachers and students.

### **4. RESULTS AND DISCUSSION**

The first day is the introduction and trial stage. On the first day the researcher found that the students and teachers did not have experience in the field of English Fun Learning, so the researcher spent more time introducing the method. On the first day, the students seemed shy because they were still adapting to the researcher. However, in the 2nd or 1st hour of the 2nd session, the students began to understand the concept and became more and more interested in the learning method so that more and more participants dared to try it.

On the second day, most of the students were no longer shy about participating in the English Fun Learning activity. the researcher gave an example of story telling activities using technology as well as spelling bees which are easy to understand and make students laugh and interact freely. Most of the students can directly connect the story from one picture to another picture or from one voice to another sound which makes the activity more fun.

After completing the activity, the researcher conducted a question-and-answer session for the students. Many of them felt that it was not difficult for them to participate in the training, so they did not ask questions, while the other students were still shy to ask.

Finally, the researcher took the time to ask students and teachers about the activity. Students and teachers feel that these activities are fun activities and have a positive impact because they can motivate and encourage students' creativity. Therefore, the school again offered to collaborate after the Covid 19 pandemic ended.

There is a basic targets of learning English in the continuous time of globalization, that is the capacity to communicate in English. In any case, English

discussion abilities are yet thought to be as one of the most troublesome abilities for understudies to do.

Numerous understudies face a hardship when they need to impart in English, even though they have read up English for a long time. A portion of the troubles that understudies frequently face and gripe about incorporate, first, they can't convey in English, since they don't dominate English vocabulary. Second, they are apprehensive and need trust in their capacity to articulate English jargon and third, there are no entrancing media and teaching systems to remember students for conveying in English.

In the world of education or learning we often hear the term fun learning method (learning fun). Learning activities should be something fun for children. When doing fun things, it is hoped that children will more easily understand and absorb the material/information to be studied.

Basically, the fun learning method aims to make children love learning. Therefore, it should be introduced early. Because early childhood is a time when children spend most of their time playing. The feeling of pleasure experienced when playing makes them more focused and involved in the learning process. So that at the age of kindergarten - elementary school, the concept of learning really must be played. When they can enjoy learning something, over time the need to learn will develop.

The concept of fun itself can be built in various ways, for example, once a colourful environment is created so that it is fun for children, or the nature of the person who teaches it, presented in a fun and relaxed way, and so on. Some examples of the application of Fun English Learning at SD N 02 Plelen include:

#### **4.1 Storytelling Method**

Story telling is a storytelling technique that is brought by someone to entertain the audience. Story telling emphasizes the ability of presenters to convey stories with style, intonation, and props to make the audience interested. Story telling is included in English teaching and learning activities in schools. Children love stories. Stories will generate imagination that makes children more creative and communicative.

Storytelling is not a new thing in the field of learning and learning English. In fact, storytelling is an oral cultural tradition that has been carried out for centuries. Storytelling is rich in vocabulary because the stories presented have context and various props including pictures and dances. Therefore, storytelling is the right method for children to learn to memorize and understand a language

#### **4.2 Technology Utilization**

Children are very familiar with gadgets. The researcher uses it in the right amount when exploring and learning something. The utilization of technology innovation is accepted to further develop understudy learning results and inspiration. Further developing understudy learning results and inspiration is straightforwardly a sign of the adequacy and effectiveness of learning execution. In this way, the improvement of technology in learning is vital and should be finished by educators.

#### **4.3 Spelling Bee**

The Bee Spelling Game can improve the vocabulary mastery of students who previously had low vocabulary mastery, because their teachers used the traditional method by looking up difficult words and finding their meaning in a dictionary. The main purpose of building or mastering vocabulary is to make students understand what the word means. Teaching vocabulary through the Spelling Bee Game can motivate students in mastering vocabulary, since

showing through this game can cause fun circumstances and obviously can expand understudies' inspiration and they will be enthusiastic in memorizing new words. Learning English, especially in mastering vocabulary, students also need a good method to support them to understand the meaning of words easily, by using the bee spelling game students can play and learn in a fun way and understand words easily too because they will compete with their friends.

The advantage of the Spelling Bee Game in teaching English vocabulary is that besides students being able to know the meaning of the word, it also makes students independent in learning English, especially in mastering vocabulary. The process of mastering vocabulary by using the Spelling Bee Game can make students not passive in class

As per the end of analysis for this research, students' understanding increased after being taught using English Fun Learning with various learning techniques such as storytelling, media games, and spelling bees. In the first cycle, the learning activities did not go well because some students were confused and embarrassed when English Fun Learning did it, but in the next cycle, the activities started to run well because students could understand how to learn together in groups. In the last cycle, observations showed an increase, students were more interested, enthusiastic, and more enthusiastic when competing in the learning process. It seems that researchers can improve students' vocabulary mastery by using English Fun Learning.

## 6. CONCLUSION

One of the principal objectives of learning English in the ongoing time of globalization is the capacity to communicate in English. Be that as it may, English discussion abilities are yet viewed as one of the most troublesome abilities for understudies to do.

Numerous understudies in SD N 02 Plelen face a trouble when they need to impart in English, even though they have read up English for a long time. A portion of the troubles that understudies frequently face and grumble about incorporate, first, they can't impart in English, since they don't dominate English jargon. Second, they are apprehensive and need trust in their capacity to articulate English jargon and third, there are no fascinating media and learning techniques to include understudies in conveying in English. But after being taught using the English Fun Learning method, the students at SD N 02 Plelen became more comfortable in receiving the material and they actively participated in the entire flow of activities.

This activity has relevance to the needs of students at school. Interesting English teaching media and learning methods will motivate students to be involved in English speaking activities. The students have new knowledge in learning English. And at the same time, they can also practice learning English activities in their daily life by applying the methods of the material that has been taught.

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